

CHILD STUDY

A JOURNAL OF PARENT EDUCATION

MARCH, 1937

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MARCH, 1937

★ HEADLINES

The late Edwin A. Kirkpatrick was the first among modern educators to dedicate an educational niche to money and its uses. It is altogether fitting, therefore, that any discussion of this subject should memorialize his pioneering. Our editorial reprints some of the wisdom of his book, "The Use of Money."



An article on the practical aspects of children's allowances is contributed by Benjamin C. Gruenberg, biologist, lecturer, and co-author of "Parents, Children and Money." Zilpha Carruthers Franklin, until recently managing editor of CHILD STUDY is now on the staff of the Federal Social Security Board and has therefore an informed point of view on the whole question of security as it affects family living. Josette Frank, who writes here on family standards of spending is a member of our own Editorial Board. The article, "Her Own Things," is from Sally Benson's new book "People Are Fascinating," which has won much favorable comment both here and in England. Alberta Armer's contribution printed in our Readers' Slants is a spirited challenge which we hope will stimulate other readers to express themselves.



Next month CHILD STUDY will concern itself with new aspects of an age-old problem—The Adolescent Steps Out.

J. F.



MONEY AND THE FAMILY

DR. EDWIN A. KIRKPATRICK, outstanding educator and pioneer in the field of child guidance, made one of the earliest and best contributions to the parent education movement with his book, "Fundamentals of Child Study." This book provided the early Study Groups of the Child Study Association with their main source of knowledge. He was for many years a valued member of the Advisory Board.

His book, "The Use of Money," too, was the first, and for many years the only book for parents and teachers concerned with this special aspect of modern education. It seems fitting, therefore, to use as the editorial for this issue an excerpt from his book, reprinted * here in tribute to their distinguished author.

FINANCIAL PROBLEMS are deeper and more fundamental than rules of arithmetic. They involve choice as to what our life shall be, determine what effort we shall put forth, and what desire we shall satisfy. If we put forth little effort we can get enough to satisfy only a few desires. If we put forth too much effort we may have little time or energy for gratification. If we spend our money as fast as we get it satisfactions are quickly obtained, but are often transient. If we hoard our money there is some pleasure in the thought of its possession and perhaps a good deal of worry lest it be lost, yet most of it may be spent by others. If we save with a view to gratifying a special wish as soon as we have enough we enjoy the pleasure of anticipation and also that of realization. The kinds of satisfactions, however, that we anticipate and realize differ as widely as our desires and ideals. That for which you save and spend tells what you are and what you wish to be.

THE PROBLEM, then, of the financial training of children, as they begin to make use of this medium for transforming effort into some kind of satisfaction, is not merely one of financial training in the narrow meaning of the word but of practical, social, philosophical, and moral training as well. In earning and spending money the child comes face to face with the most important of life's problems. His future success and his usefulness to society are greatly increased by proper training in directing effort and in the choice of ways in which he gets and spends money.

*From "The Use of Money" by Edwin A. Kirkpatrick, Copyright, 1915. Used by special permission of the publishers, The Bobbs-Merrill Company.

Pennies From Heaven

By BENJAMIN C. GRUENBERG

IS IT WISE to let a child eat food before he has harvested his garden or milked the cow?

Even the sternest of the ascetic puritans would have hesitated to go so far in applying consistently the principle that people—specifically children—should not enjoy except as they have earned. Yet so far as money is concerned many parents believe that earning before spending is an inviolable sequence. They are loath to place money in the hands of their children.

From the very nature of the human species and of our institutions, a child gets the benefit of money long before he is able to earn it. Food and shelter, clothes and education, books and toys are his not by virtue of his having "earned" or even "deserved" them but merely by reason of his needs. Why then should money be made an exception?

It might be argued that since the child is already supplied with all necessary goods and services, he has therefore no need of money. But this argument ignores the important fact that money, in modern living, is in itself a commodity. The child needs money in the same way that he needs books and pencils, brushes and paints, hammers and nails. He needs it in order to become familiar with it, with its uses and peculiarities, with its limitations as well as with its potentialities.

It is impossible to set a fixed age for introducing the child to money. Situations differ in the country and the city, between small towns and large ones, between one family and another, between one child and another in the same family. Generally speaking, however, the present-day child at about five or six becomes sufficiently observant of what is going on around him to take notice of money and the importance which grown people appear to attach to it. Ordinarily then, he is now old enough to want to handle money of his own. At first the coins will mean little to him beyond their glittering possibilities as playthings, or things to be counted. But soon he will become aware of their power—the power of purchase!

The Regular Allowance

To teach the best uses of this power, a regular allowance is coming to be accepted as in every way more desirable than occasional gifts, whether these be given spontaneously or in response to begging. The allowance has proved itself a sound and effective device for the education of children in the management of money. If it is to serve this purpose, however, it is necessary that parents shall be very clear as to just what the allowance is and what it is not.

First of all, the allowance should be looked upon in exactly the same way as the other things which the child receives unconditionally. He shares everything through his status as a member of the household, not through any personal merit or by virtue of any contribution he makes to the welfare of the family. Since the allowance is neither compensation for service nor reward for merit, it should not be treated as in any sense "earned" or "deserved." Nor is it largesse, to be given out of our generosity or because we are moved by good will. Thus we must dissociate the giving of the allowance with our feelings of the moment. If the child happens to incur our displeasure on the day his allowance is due, the allowance is, nevertheless, due. Nor is the allowance a gift or a privilege for which the child is to be grateful. It is, in effect, merely a separable part of his share of the family's supplies.

How Much to Give? How Often?

The amount of the allowance cannot be determined in advance for all children, but must depend on the family circumstances and the previous training or experience of the child, as well as upon his needs. In the beginning a few cents at a time will give practice in handling money for immediate indulgences. In the course of years the allowance comes to include more and more money intended for various needs, and to offer more latitude for spending, saving, planning. This progression is desirable for the child's satisfaction in his growing power, as well as for his experience in the use of money. Whatever the

amount determined upon, it is necessarily an arbitrary one, and as such should be subject to constant examination and revision to meet present needs. How much is the right amount at any given time will depend on many factors. A boy at high school may need much more spending money than his sister who is still in grade school. A child in the country may have less need for money than his city cousin of the same age. What is important is that whatever portion of the allowance a child receives over and above certain allotted expenditures, such as carfare and lunches, must be his own—free and clear—to spend, to save, to give away, even to lose.

The spacing of the allowance will also be determined by the age and experience of the child, and his needs. For the younger child, short intervals are necessary. As he grows older he may be expected to stretch his management over a longer period—to anticipate needs further ahead and to base his planning on a monthly, and later a quarterly allowance. Another factor which might enter into this question is the spacing of the family's income.

It is through his regular allowance that the child learns a variety of things. He may learn the joy of immediate indulgence of trifling whims; or he may learn to spend his resources with discrimination; or he may learn the advantages of deferring certain expenditures for more favorable purchasing. With a little guidance he will learn all of these techniques in turn. But it is more important, in his early years, for the child to learn how to spend his *own* money than to make sure that he has spent it *well*. The early lessons will be worth more than the amounts wasted in unwise purchases.

Rewards and Fines

Parents are constantly tempted to use the allowance as an instrument for bribery or for discipline, to reward or penalize deeds or services or efforts that have no relation to money and should be independent of price. If the child is to learn the meaning of money through his allowance, he should learn also that there are some values that money can neither measure nor purchase. To pay a child a quarter for doing his arithmetic will teach him neither arithmetic nor the purchasing power of the quarter. To fine him for forgetting to put away his coat will accomplish little for his sense of order, but it may seriously impair his management of an allowance subjected to such unwarranted fluctuations.

After children have had some experience with

money, they are likely to discover that there are to be had many desirable things for which their funds are insufficient; and that some of their companions command more money than they do. Their parents' denials, as well as their indulgences, often appear inexplicable and erratic. It is here that parents' own emotions about money, their fears and resentments and reservations concerning their children, often stand in the way of clarifying the issues. On a shopping trip a mother finds \$12.50 too much to pay for daughter's dress—yet the daughter knows that her mother may spend twice that amount on a dress for herself. There are countless legitimate discrepancies and seeming inconsistencies in every family's budget which need explaining, and children are entitled to know the whys and wherefores. Differences in income between one family and another, however, when they are real and sincerely interpreted are matters which children can early learn to accept without resentment against their parents.

Accepting Retrenchment

Over a period of years, nearly every family experiences fluctuations in fortune. If there must be cuts in the family's expenditures, the child will have to learn to accept these just as he has accepted strokes of good fortune at other times. In periods of stress, children can share their parents' concern according to their age and understanding; but they must be protected from the parents' panic. Whether or not they are able to appreciate all that is going on, they must at least be assured that whatever happens cannot reduce the affection and fairness of their parents. As long as there is any regular income left at all for the family's use, it is important that the child have some regular share of it, however small, to handle for himself.

In learning to handle money, as in all learning, individual differences are apparent, and here, as elsewhere, no procedure will guarantee the desired results in all children. We do not always know what it is that makes one child a spendthrift, another—perhaps in the same family—a thrifty hoarder. One child won't spend because nothing appeals to him enough to make him part with his money. Another cannot save because everything appeals to him too much. To some boys and girls everything seen in the store or in the possession of a companion gives rise to an aching want. These children never seem to have enough money. There are others who find in money a useful means to popularity. It is more important

for the parent to know *why* the child spends, or saves, than how much.

Is Thrift a Virtue?

The whole question of thrift or saving is one upon which there is today much confused thinking. Under the modern large-scale handling of production and consumption we are seeing the virtue and value of thrift challenged on all sides. Many of us are uncertain what to teach our children—either by precept or example—in this respect. Nevertheless, many parents have attempted to develop in their children an appreciation of savings in the abstract; or to cultivate the virtue of thrift, the habit of saving as a mode of action. The usefulness of saving as a virtuous end in itself is questionable today. Saving must mean to the child a device for buying something that costs more than he has on hand. Thus he learns to project his desires into the future—to forego today's indulgences, to gain a more expensive pleasure, or to anticipate the possibility of a deferred pleasure not yet definitely formulated.

Besides experience in spending and saving, the child needs also experience in earning. And this is today perhaps the most difficult stumbling block to his economic education. Few, indeed, are the earning opportunities open to children in a world where protection from commercial exploitation is a major concern. As early as eight or nine years of age children are aware of the need for earning money, not merely for what it can buy—though that may be an interest too—but because it is everywhere apparent that money earning is a measure of worth. The schools are, in some instances, taking cognizance of this need and trying to meet it through the running of stores, bazaars, and other "business" enterprises within the school walls. But we are still far from solving the problem of finding useful and necessary work in which children—and especially adolescents—can "earn their salt," or at least a part thereof.

Shall We Pay Children for Housework?

In many homes the question arises of paying children for participation in home chores. To place the regular share of the home's work on a money basis has grave dangers, for it sets up from the first a false relation between the members of that cooperative enterprise which constitutes a home. We may expect children to wash dishes or dust furniture because,

on the one hand, they are able and willing to share in the work of keeping the plant going and, on the other, because we consider their sharing in the work and responsibilities of the household a valuable part of their experience in home-making. There should be no thought of bargaining here any more than in the distribution of the benefits.

There are certain obligations in this connection, however, which children can take on directly in return for specific compensation. The distinction between these two kinds of obligation might be summed up roughly in a general rule: *Children may be paid for doing only that work for which somebody else would otherwise be hired.* This leaves the mother free to call upon members of the family to help in the ordinary work of the household if and when needed. It leaves the child free to take the extra job or leave it, without needing to apologize or to defend his decision.

The adolescent, however, needs to experience *real earning*, as distinguished from being paid for merely nominal services. And he needs to experience the earning of real money, as distinguished from praise or blue ribbons or certificates of merit. For, unless and until the individual's achievement attains a form and a degree of competence that can be evaluated in terms of the prevailing mode of exchange, he can have no assurance that his performance in the shelter of the home or the school really qualifies him for a self-respecting place in the world of adults. And it is only when he is confident of his ability to maintain himself through his own efforts that he can accept further gratuities or subsidies without feeling unduly dependent or unduly dominated.

A sympathetic insight into the emotional conflicts of youth should go far toward enabling parents to avoid the misuse of money as an instrument of coercion or as a threat to the security of youth. This is at least possible, though by no means easy, since we have all been raised in the tradition of grasping power and of using it for the control of others, in every relationship.

If we recognize the young person's needs, the home and the school can do a great deal to counteract the depressing and disintegrating influences of emergencies which come to all of us. They can go even further and help to shift the appreciations and aspirations of youth from the kinds of success that have been associated with the making and accumulating of money, and turn their efforts to socially more productive and individually more satisfying modes of sharing in the common life.

The Search for Security—A Way of Life

By ZILPHA CARRUTHERS FRANKLIN

THE search for security is as old as the human race. Adam and Eve cast out of the Garden were starting on this quest of which the end is not yet in sight. Prometheus, bringing fire from heaven, secured to man one of his first great safeguards against the hazards of a hostile world. Down through history the story is retold time and again, sometimes in heroic symbols and myths, but more often in the patient, inch-by-inch struggle of everyday men and women to achieve a better way of life for themselves and their children.

Through social legislation the American people today are adding a new chapter to this unfinished history—a chapter written in terms of our own times and our own troubles. The Social Security Act of 1935 represents the first organized attempt ever made in this country to combat want and suffering on a nation-wide scale. By this act the Federal government for the first time assumes, on a wide scale, responsibility for establishing a permanent program designed to improve the public health, to safeguard childhood and family life, to help the blind and the handicapped, to forestall some of the worst effects of unemployment, and to set up certain protections against old-age dependency.

Public health programs, maternal and child welfare services, and the vocational reeducation of those crippled in industry have been extended and strengthened in practically every part of the country. A million and a half of the needy—the aged, the blind, and dependent children—are now receiving regular cash allowances from combined federal and state funds in all but seven of the forty-eight states. Eighteen million working people are assured of future protection during temporary unemployment under thirty-six state unemployment compensation laws. About 23,000,000 men and women are beginning to build up old-age benefit accounts which will go far toward maintaining their independence after they are too old to earn.

Security—What Kind?

This single year marks the most conscious and concentrated advance toward security ever made in this country. How much of an advance is it? How much security will it really bring? What kind of

security is it that we really want, and what may we properly expect social legislation to contribute to it?

The difficulties in which we have found ourselves in recent years, and the still more bitter difficulties with which we have seen other peoples struggling have compelled us to face this issue squarely. We are re-learning some homely truths about security, and we are discovering that very much the same truths apply to national as to individual security.

One of the most basic of these truths is that securities may be of many kinds, not all of them equally desirable. There is the security of coercion, the "thou shall" and "thou shall not" which admits of no alternatives, but assures to the obedient the protection of an absolute power. And there is the security of overprotection, the soft and easy spoiling which would certainly be as bad for nations as it is for children. Neither of these has thus far found a place in the American concept of security.

Fallacies of Rugged Individualism

But there are those who, while valuing what is best in our heritage of rugged individualism, yet feel that in striving to maintain it, we must not fail to face the problems confronting American families today. For these there emerges another concept of security. We are beginning to doubt that individualism must mean every man for himself, with the devil all too frequently taking the hindmost. We point to our police, to our public schools; to highways, to water supply, sanitation, and other public services. We realize that confirmed "individualists" could not even enjoy the advantages of private business cooperation and would have to forego, among other things, the use of electric light and the telephone, and the protection of all the varieties of private insurance. Actions still speak louder than words; we may well doubt if Americans are either so "rugged" or so "individual" as their pretensions.

It is hard, however, to pin down the fallacy in rugged individualism. In many ways it comes so near to a fundamental truth that it is not always easy to mark the point at which it goes astray. There is no disputing that the essence of security is an individual matter, that it is, indeed, a deeply personal matter. Yet this does not preclude cooperation be-

tween individuals; rather, it is essential to mutual confidence and the joining of forces among equals.

It is true that each of us must stand alone—and that none of us can stand alone. But this is no paradox. The first is a truth of the inner world, of the spirit, and the emotions; and the second is a truth of the outer world, of circumstance, and action. Nor is there any conflict between this inner, individual security and the outer, social security; they are mutually complementary halves of a single whole.

Inner Security an Emotional Need

What is this inner security and how can we achieve it? In recent years increasing knowledge of psychology and emotional development has given us at least the beginnings of an answer. We know that a sense of security—or its converse, fear—is one of the earliest emotions of infancy. We have learned that a lack of security in the parent-child relationships is probably one of the main contributory causes not only of misbehavior and delinquency in childhood and youth but also of adult crime, and of the manifold "misfits," the people who never learn to stand on their own feet, to earn a living, and to bear their part maturely in the world. This kind of security cannot be added on from the outside; it is a product of family life. No matter how much you "protect" the environment, no matter how much you postpone youth's coming of age through all sorts of provisions ranging from college to the C.C.C.—and no matter how necessary and valuable these provisions may be in themselves—you cannot manufacture this kind of security by external means. It has to grow and ripen and its roots are in the home. It comes only from the exercise of one's own powers, from living to the full of one's capacities, from faith in one's ability to do something worthwhile, and eventually in the world's need of one's services. But it remains, nevertheless, the task of society to provide a reasonably favorable environment in which families can function. And the most favorable environment seems to be one that is neither too easy nor too difficult, one in which there are hurdles to jump and challenges to meet. But these hurdles must not be hopelessly high or these challenges a mere prelude to inevitable defeat.

A kind of parallel may be drawn between the social and the individual aspects of education and the social and individual aspects of security. As history goes, it is not so long since education was

considered a wholly private responsibility. Yet today no one questions that the government must act in the public interest in the provision of education. As the instrument of society, government accepts the public obligation of assuring to all the minimum essentials of education that no one can do without. Beyond that it also encourages both public and private provisions for "higher" education. But no one ever assumes for a moment that the government or any other agency can guarantee to produce "educated" men and women. That ultimate responsibility remains an individual matter. Opportunity has something to do with it; but industry, interest, and capacity have much more.

The same principles hold good for security. It is the responsibility of society, through the established channels of government, to assure to all the minimum essentials of subsistence. Beyond that, it counts on private initiative and effort for both the material and spiritual enrichment of living. No social or governmental provision can make people "secure." Each of us must work out his own destiny. All we can ask from society is a fair chance.

Bulwarks Against Fear

The present social program recognizes that the Federal government can and should help to assure this fair chance to all its citizens. The fear has been expressed that it will defeat its own purpose, that it will remove all incentive to individual effort and development. Does it limit effort to know that every working day is helping to build up defences against days when there will be no work, or when old age makes work no longer possible? Does it weaken national stamina to protect families from sacrificing their own health and decency in trying to take care of their even more needy relatives? Does it hamper growth to safeguard childhood—to see that fewer mothers and babies die needlessly, that fewer children are permanently crippled or driven into delinquency by poverty and neglect, or denied the privilege of growing up in their own families, simply because the breadwinner is dead or incapacitated?

These are some of the things that social legislation sets out to do. Its purpose is to give more people, from the very young to the very old, a fair chance, a sure footing in the outside world, a sound foundation on which, using whatever powers they may possess, to build for themselves independent, self-respecting lives.

Have we the means of achieving this basic social and economic security, the world being what it is today? We have learned from bitter experience that even a minimum of security does not just happen, not in a complex society like ours. It takes a clear definition of goals, and united action toward those goals. In the United States we have all the tools and equipment ready at hand. We have great national resources, we have a tradition of cooperation, and we have a democratic form of government framed for the express purpose of securing the greatest good to the greatest number. It now remains to define these goals and utilize these resources.

The Social Security Act is a step in this direction. The system of unemployment compensation which it makes possible is designed to conserve savings, to afford families some protection against want and the fear of want, to reduce the need for relief, and by maintaining some measure of purchasing power, to retard the spread of unemployment in case of future depressions. It is no cure for unemployment; what it does is to bridge the gap between jobs. To this end, state unemployment compensation laws provide regular weekly payments for a specified time to all covered workers who in future may lose their jobs.

Safeguarding Family Life

In a similar way protection against poverty and dependency in old age is a safeguard to family life. The present program offers two measures directed toward this problem. Its public assistance provisions enable the Federal government to cooperate with the states in caring for the needy aged. Its old age benefits program is an attempt to forestall poverty in old age. This system offers a means whereby workers, while they are still young and able, may build up benefits which will entitle them to a regular retirement income after they are too old to work.

How badly do we need this kind of protection? More than a million dependent old people are already receiving public assistance under the Social Security Act. At least another million are estimated to be in urgent need of such assistance. Probably more than half of our present population over sixty-five are almost certain to reach the end of their earning power or their savings before they reach the end of life. It is more and more difficult for older people to find or keep work, and this trend seems likely to continue. The number of old people is mounting and will almost certainly have doubled in the next thirty years. Add these facts together, and old-age

dependency looms as one of the blackest clouds on our economic and social horizon.

Whatever we can do to prevent or limit its spread will benefit people of every age. We must see to it that the aged have something to go on. We must ease the problems of the middle-aged who are trying to provide for growing families and still to lay by something for their own future. A small but dependable security to young people entering industry seems more likely to foster than to destroy individual initiative. We must lift from children's lives some of the cramping pressure of their elders' fears and worries.

In addition to these general provisions for social security, the present program includes four specific provisions for child welfare: for dependent children in their own homes, maternal and child health protection, services to crippled children, and welfare services for the care of neglected and potentially delinquent children.

Social legislation in the United States is feeling its way. Various steps which have recently been taken are neither complete nor final. They are meeting some of our most vital needs; but not meeting them all. A framework of action has been provided and has already been proved practical. Changes in this framework will be made as we learn from experience in operating under it. The Social Security Act itself makes legal provision for future change; and the Social Security Board has repeatedly said that it considers the furtherance of constructive development as one of the most important duties imposed upon it.

But to suppose that we shall ever reach a perfect and definitive program of social legislation is to miss the point completely. The process of social growth is slow and no doubt endless. Nor can social legislation ever do the impossible—provide security ready-made, on a standard pattern. We assume that business and industry will continue to supply the sinews and strength of a sound national economy. We assume that individuals, not content with a bare subsistence, will continue to exert themselves to better their lot. What government action does do is to implement our faith in democracy and put new meaning into our traditional conviction that "the pursuit of happiness" is worthy of government concern.

The most significant thing that can be said about our present efforts is that in making them the American people have recognized the search for security as a way of life, and the Federal government has thrown its strength into the balance on the side of social progress.

Living Up to Our Neighbors

By JOSETTE FRANK

THE cartoonist and the comic strip artist have a way of tapping, for their lampooning, currents of human conduct that run both deep and wide: deep, in that they spring from sources far beneath the surface of action; wide, in that they touch all human kind. That cartoonist is most successful whose theme cuts across a universal weakness, whose jibes strike home.

In a world which puts a premium on success, and measures success in terms of worldly goods, the struggle to keep up with the Joneses is well-nigh universal. Hence thousands of us have experienced the joy of recognition in the very human antics of the Joneses and their social imitators, pictured for our delectation by a famous comic strip artist. With this unfortunate limitation, however: that we have recognized our neighbors in the pictured characters, but not ourselves.

Yet few of us indeed can withstand the need to prove our success to others, to prove it in terms which these others will be sure to understand—namely, *their* exemplified standards of life and living. Our own ideals and ideas of what is worth striving for, of what we prefer to do without and do with, these are often obscured, perhaps lost in the shuffle altogether, as we find ourselves stampeded into worshipping the golden idols of our neighbors' making.

How this form of worship affects us and our relationship with others is patent to all observers—so much so that it is an excellent target for caricature. How it affects our children, however, is food for deep reflection, and cannot be laughed off. For here we are dealing with the very foundations of security, the prime need of childhood.

In Our Children's Eyes

To young children their parents are a rock of strength—all-knowing, all-powerful, unafraid. Are we not the sole arbiters of right and wrong, the last tribunal of justice, the dependable haven of comfort and protection? In time, it is true, the children must lose this illusion of parental perfection. But it is this very firmness of their belief in us which gives young children their earliest security in an uncertain world. And it is this faith that is shaken when they see that

we fail to believe in ourselves, that we stand forever in dread lest we fall short, in the world's eyes, of the Jones's standards of success.

We know, of course, that children have their own inner drives toward being "better than" or at least "as good as" their contemporaries, and this without any apparent preaching or example from their parents. "Our house is bigger than yours," "My father's going to buy a Lincoln next week. That's as good as your father's Packard." "My mother's going to get me a gold watch." These boasts are the common parlance of childhood, before it learns to veil its yearnings in more polite phrases. Nor can we doubt the poignancy with which some children suffer when circumstances force them to appear as less than the others: one little girl of four fled weeping from a party where all the children except herself wore patent-leather shoes.

But there is a difference between this kind of need in the child and in the adult. What "everybody has" may be one's only way of measuring worth at four. At fourteen it may be a symbol by which to identify oneself with one's group, to belong. But at forty it must be recognized as an illusory and undependable yardstick with which to measure value. The adult who still needs to prove himself by the sum of his worldly goods must surely be suspected of lacking that security which comes of an inner consciousness of worth, and his children will know it.

Painful Differences

Stemming from this need is the fierce desire of many parents to protect their children from painful acquaintance with social and economic differences. One mother, whose child attended a private school on a scholarship, strove to compensate her for these inequalities in ways which only succeeded in making the girl more painfully conscious of them. In school "collections" her contribution was always too large. At parties she was always too elaborately dressed, brought too costly a gift. The situation was obvious even to ten-year-olds whose only recourse was a feeling of discomfort on those occasions.

There is no way to shield our children from an awareness of these differences. There are, however,

ways of keeping them from being hurt by them. And these ways we will find only if we ourselves are not hurt. A little incident related by another mother, whose child was on a scholarship at a private school, may illustrate this.

The child had her heart set on a birthday party. The mother, knowing that the other children's parties were always rather elaborate, faced the request with some misgivings. But on the child's earnest assurance that this party could be "just a party"—nothing "fancy"—she was finally persuaded to attempt it. Making a hasty list of what would be needed, she found that even a simple party would involve an outlay larger than she had a right to make. Whereupon the nine-year-old took a hand in the budgeting. Looking over her mother's shoulder at the figures, she pointed a thoughtful finger. To begin with, they might eliminate that item for paper plates and cups; she could use the regular china ones even if these didn't all match, and she would help wash them after the party. Candles and candleholders for the cake? Auntie had some left over, she was sure, and she could borrow these. As to souvenirs, perhaps they could just use gay-colored lollipops, dressing up the lollipops into crêpe-paper dolls. The remaining crêpe paper might serve to make candy receptacles for the table. And so two more expenses were deleted. The donkey party she would make herself; all that was needed was a large sheet of paper and a little help on the drawing. And if the ice-cream were made at home (daughter helping) wouldn't it be cheaper than buying it? So a full three or four dollars was cut from that party budget. And how much was gained for the mother-daughter relationship in the ensuing week of "making things" for the party, and in this child's realistic grasp of fundamental values, was inestimable. Assuredly, it can be done, if we but have faith in our own convictions of what matters.

It remains true, of course, that children do suffer, often very acutely, when other children have many things which they have not. In the very nature of childhood the sting of comparisons is inevitable, since children have less to fall back on to bolster their self-esteem than have adults. There is little we can do to shield our children from this pain—not need we feel too anguished lest we have failed them and they blame us for their suffering. Such experiences are likely to be short-lived. All other things being equal, children are likely to come through them with no disfiguring scars. Nor are they always articulate about these sorrows.

Learning Real Values

Reminiscing about her childhood, a young woman of twenty-five astonished her mother by confessing how painfully conscious she had been, as a child, of the shabby entrance and hallways of their walk-up apartment house, how embarrassed she had felt in bringing her friends there. Yet she had lived and learned—learned that often the children whose homes were far prettier seemed to enjoy going to her home with her for the spirit which they found there. In the course of time she discovered, too, that some of these friends' homes which she so admired and envied were not much fun to play in—one had to be so careful and quiet. And so, gradually, and no doubt painfully, she was able to build up for herself a reserve of strength and a sense of real values which were proof against such comparisons.

No Virtue in Necessity

This is not to say either, that there is a special virtue in being different, in scorning to have what others have, to do what others do. For often this, too, is only a device for proving (in one's own peculiar way) that one is better than one's neighbor. To make a virtue of necessity fools no one, least of all, one's children. I know of one family whose competitive urge was so strong, and the goals so hopelessly unobtainable, that, unable to compete with their neighbors, they set out to be magnificently unlike them. They could at least excel in being different. The parents boasted that their children preferred blue denim overalls to pretty dresses, hated parties, remained by choice alone in the house when their parents were away rather than be cared for by a hired maid, and so on down a long line of divergences from the middle-class standards of their neighbors. Constantly straining to prove their superiority by their differentness these children found no friends, no common meeting ground for relationships outside the family, and withdrew more and more into an isolation walled 'round by the family's pride. They came to regard themselves as martyrs to the cause of individualism, pitted against this conforming world.

But while we need not make a virtue of necessity, neither can we ignore it. Limitations of income and budgets, the necessity for choosing among purchasable values, are very real; and the borderline between indulgence and deprivation is not always clearly defined, especially where our children are concerned. We are constantly confronted with situations in

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Her Own Things

By SALLY BENSON

- We are prone to think of old age security purely in terms of material provision, ignoring the equally strong emotional needs. We present this story,* from Sally Benson's recent book "People Are Fascinating," for its rare understanding of a subtler human insecurity particularly prevalent in this day of separate homes for young and old.

AT FIRST, when anyone asked old Mrs. Curtis if she were comfortable at Mrs. Glennie's, she always replied, "Oh, yes. Quite comfortable. But, of course, it's not like living with your own things." Then she would sigh, thinking of her own things, which she had put in storage after Frances, her younger daughter, had married and moved to Cleveland.

Immediately after the wedding, she had settled down to talk the situation over with the other children, and while they had been generous, even urging her to stay on in the big house, she could see they were really relieved when she decided not to. Martin, who had come all the way from California for the wedding, said, "Of course, Mom, you know we want you to do whatever will make you happy. But I, for one, think you are using your head, deciding the way you have. I'd hate to think of your rattling around in this old barn all alone."

He got up from his chair, came over, ruffled her hair a little, and kissed her. He liked to treat her this way, carelessly and with a show of loving disrespect. But he was sentimental about her, just the same, and every Mother's Day he sent her a Western Union message, the longest and floweriest. And when he spoke about her to other people, his voice changed and his eyes softened, so that even though he said something like "Mom's a great old sport, one of the best," it was plain to see that he just worshipped his mother.

Eddie, who was two years younger than Martin and lived in New York, said that he thought it might be hard on her, breaking up housekeeping after all these years. He sat looking around the disordered living-room, at the furniture pushed back against the walls, at the mantelpiece looking unfamiliar banked with smilax, lilies-of-the-valley, and roses. It

struck him that weddings and funerals smelled the same, but he decided not to say so. He felt a sense of letdown, a day-after-Christmas feeling, and he wished there were no decisions to make—ever. "Why don't you stick around here for a while and then decide?" he asked.

But Marion, his older sister, said impatiently, "Oh, no! That won't do at all. I think Mother should come to a decision while we are all here. That is, if Mother decides to give up the place, naturally I'll stay and help her move. If not, I should be getting back to the children. Personally, I think she's in luck. I'd give my eye teeth to be able to live in a hotel or some place where I'd never have to look at a pot or pan again."

Mrs. Curtis exclaimed over this. "Oh, no! I could never stand a hotel! A nice boarding house, maybe, but a hotel? Never!"

It was decided that she should give up the house and move to Mrs. Glennie's, a very homelike boarding house near the center of Montclair, within walking distance of the shops and movies.

Nor was breaking up the house as bad as she had thought it might be. She still had an unsettled, unreal feeling left over from the excitement of the wedding; and Marion, busy, efficient, anxious to get back to her children, rushed her so that at nights she was too tired to think. If she would have liked to go more slowly, to handle certain ornaments a second longer before she packed them into barrels, she quite understood that time was valuable to Marion.

The day the movers came, Mrs. Curtis flew about the place like a small bird, carrying leftovers from the icebox and pantry shelves next door to Mrs. Billings, watching to see that the men were careful making the turn on the stairway, giving a last hasty look through closets. She had a slight sinking sensation when she saw the furniture sitting out on the sidewalk, looking strange, impersonal, and shabby.

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in the clear autumn sunshine. But there was such a rush of last-minute things to do that she was in the taxi and on her way before she knew it.

She had the best room at Mrs. Glennie's, a big, sunny, front room with a bay window, and she rather enjoyed having nothing to do but putter around arranging her things. Her silver toilet set, on which Eddie, when he was six years old, had scratched his initials with a pin, she set out neatly on the bureau; she covered the walls with photographs of the children; and she bought a stand for her plants so that she could move them about with the sun. When she had finished, she had to admit that her room at home had never looked so tidy.

For almost a month, she could have honestly said that she was quite content. Then one night, after she had gone to bed and switched off the light, she lay awake a long time trying to get to sleep. She felt uncomfortable, uneasy, and at first she wondered if one of the children were sick or needed her. She had heard of such premonitions, and she grew frightened thinking of Martin in California, Eddie in New York, Marion in Boston, and Frances in Cleveland. But the memory of how they had looked when she had last seen them reassured her; they were strong, self-reliant men and women now, and she smiled in the dark at the absurdity of their ever needing her again. Yet the uneasy feeling persisted, and it was quite a while before she realized that she missed her own bed. It was an old-fashioned walnut one with a high, carved headboard. She had slept in it for forty years. When she decided that it was her bed that she missed, she tried closing her eyes tightly and imagining that she lay in it, but it was no use. For one thing, the bed at Mrs. Glennie's was too comfortable. Her own bed, she thought proudly, had been the worst bed in the house—a big, awkward, uncomfortable thing, with a mattress that had needed restuffing for years. On occasions, during the Christmas holidays or in the summers, when the children had asked guests to visit them, there had been talk of putting the guests in her bed and fixing a cot in the girls' room for herself. But it was generally agreed that no one could possibly stand Mamma's bed. "I don't know how *you* stand it, Mamma," the children would say.

It was an eyesore, they all said, looking at it affectionately, and it was enough to break a person's back to turn the mattress. It became almost a legend in the Curtis family that Mamma's bed couldn't be moved because no one could ever get it down the stairs. Once Eddie had asked how they had got it

up the stairs in the first place, but Mrs. Curtis had said she couldn't remember.

A few of its springs had been broken by the children bouncing on it. She could see them now in their flannelette nightshirts, jumping up and down, their cheeks flushed, their foreheads dotted with perspiration.

She remembered, too, the feeling of lying in her bed, aware of the soft body of a sick child beside her—lying on her back, stiff and afraid to move, for fear Martin, or Eddie, or Marion, or Frances would awake and start coughing again. She turned uneasily in her bed at Mrs. Glennie's, suddenly hating it, thinking it no bed at all, and she hated it until she fell asleep.

After that, she took to reading herself to sleep. She read until the book slipped from her hand, and often she awoke toward dawn to find her light still on. One night her eyes grew tired, and she put her book down and lay there looking at the bureau. It occurred to her that there was something wrong with the bureau; comb, brush, mirror, powder jar were all there, the picture of the children, in its silver-gilt frame, was there, but there were some other things that were missing. Such small things, too, that she felt vexed with herself for not having brought them. There was the china hair-receiver that Martin had given her one Christmas; the red glass bottle with the silver top that Marion and Frances had chipped in together to buy; the tray that Eddie had made with cigar bands. It seemed to her that the bureau looked strange and naked without them. And no amount of reading that night could put her to sleep.

The next morning, after breakfast, she put on her hat and coat and, without saying a word to anyone, took the trolley to the Luxor Storage and Warehouse Company. It was in a strange, deserted part of town and the sight of the building itself, windowless and bleak, gave her a shock. If she had ever seen its grim walls, she thought, she never in the world would have consented to sending her things there. It was like putting your own children in a home. And, for a minute, its formidable coldness almost turned her back, but she remembered Eddie's tray, the hair-receiver, the red glass bottle, and went bravely in.

"I've come," she explained to the man in the office, "for a few things. A few things that were packed by mistake."

He called a man named Joe to take her to the fifth floor.

She was surprised at the smallness of the room

that held her things. "Is everything here?" she asked.

"I guess everything is here all right, lady," Joe told her. "The room don't look big, but the ceiling is high and it holds more than you'd think. Now, what was it you wanted?"

The sight of her furniture piled and fitted compactly like a puzzle confused her. "Oh, there's the hall lamp!" she exclaimed. "Or part of it. Where's the other part? I'm sure some of my things are missing."

"Now, don't you worry," Joe told her patiently. "They're all here. We check them in and check them out. If you'll just tell me what you want."

He finally found the barrel labeled "Bedroom. S.W." The red glass bottle, the cigar-band tray, the china hair-receiver were in it, and there were other things in it, too, things she had almost forgotten. It took her quite a while to decide what to take and what to repack in the barrel. There were so many small, dear gifts and familiar ornaments to decide between, and even though she carried as many away as she possibly could, her heart bled for the things she left behind.

Still, it was fun placing the things in her room so that they would look almost the way they had at home, and it was fun explaining them to the other people at Mrs. Glennie's. "Now, this little box. Well, I can't remember when I didn't have this little box. I never will forget how Eddie played with it the time he had the measles. It has a little lock, you see, and it had a key. He lost it down the toilet."

After that, she made many trips to the warehouse and it seemed that no sooner had she got back to Mrs. Glennie's than she remembered some other small, loved thing. She went oftener and oftener to the warehouse, until the barrel was almost empty. "But it's not," she said, "like having your own things, really. The things I've brought don't look right in this room the way it is."

It was Mrs. Glennie who suggested the idea that was so marvelous and so simple that Mrs. Curtis wondered why she hadn't thought of it herself. "Why," Mrs. Glennie asked, "don't you bring your things here? I mean, your bedroom things? And then you could fix up your room the way you like. Now, don't worry about me, because I'll put the things out of your room in the garage until—"

She almost said, "Until we can move them back." But she stopped just in time.

So Mrs. Curtis wrote Martin, who was the oldest,

and after Martin had written Marion, Eddie, and Frances for their opinions, he answered her letter. "I think it's a swell idea," he wrote, "providing you want to go to the trouble and expense. Marion thinks it will make your room look too much like a bedroom, and she says to think twice before moving the day bed out to make room for that old wreck of yours. But you do what you want to. If you are feeling restless, why don't you run up to Marion's for a visit? Wish we weren't so far away."

"The ideal!" Mrs. Curtis told Mrs. Glennie. "Afraid my room will look too much like a bedroom! That's what I want it to look like!"

So there was another trip to the warehouse, this time to sort out all the things that had been in her room at home: the walnut bed; the marble-topped table that had been a washstand before the bathroom had been built on; her bureau; the little red rocker in which she had sat to nurse the children, because its arms were low; the sliding rocker that tipped over backward; the enlarged photograph of Grandpa Morris; the bronze figures of the girl with her market basket and the boy with his slate that the children had said were too funny-looking for the living-room, where they had been originally; the golden-oak sewing table that was exactly a yard long so that you could always tell to measure; the black marble clock that ran only when it was tilted slightly forward; and every small ornament from the barrel marked "Bedroom. S. W."

Mrs. Curtis had the movers place each piece where it should be. It was fortunate that the window in her room at Mrs. Glennie's was in the same position as the window in her room at home, and while there was no mantel, she had a carpenter put up a shelf for the clock and the bronze figures. When everything was straight, she asked Mrs. Glennie in to see it, and even she thought it looked nice. "It looks very nice," she said. "Nice and homey. I guess you won't know but what you *are* home now."

Mrs. Curtis said that she was sure she could hardly tell the difference. "Except for the wallpaper," she said. "My wallpaper had blue flowers. I got the blue flowers because it was a very light room, and it could stand blue."

That night she settled down anticipating the first good sleep she'd had for a long time. Before she went to bed, she propped the clock forward with wads of paper and started it going, and getting into bed, she felt a sense of home-coming. Before she

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Parents' Questions and Discussion

STUDY GROUP DEPARTMENT

Cécile Pilpel, Director—Anna W. M. Wolf, Editor

Our only child, a boy, is now three years old. Our income is small and because of that we are living in a model housing center where we have the advantage of a free nursery school. My husband thinks that since the child has now reached the age where he needs space for active play and other advantages afforded by the country we ought to move there in the very near future. My husband enjoys the country, but I do not. I hate to give up my city contacts, my friends, and three hours of time each day when I am free from the demands of a small child. Must I always do the thing that is best for my child or may I sometimes take into consideration the fact that I, too, have needs which must be met?

I believe it may be pretty safely said that it would be futile to try to make a change which would be for the good of the child, if at the same time your attitude was that your own needs were being completely overlooked. But in your situation moving to the country may not be as entirely devoid of advantages for yourself as you now imagine. Probably few mothers decide to move to the suburbs only because this is best for the child. They do so because the backyard they gain in the suburb may relieve them of much of that nurse-maid duty they must give their time to when living in a city apartment.

The model-house with nursery that you mention may well be an excellent plan at present both for your child and yourself. When he outgrows the nursery you may then find that if your income is still small, you may be gaining advantages for yourself as well as for your husband and child, by moving into the country. You might, for example, choose your suburb with an eye on its good schools and a community set-up which would offer opportunity for participation along the lines of your own and your husband's interests. These advantages may still not overbalance your need for maintaining city contacts if this is very intense, but they may at least change your attitude of "sacrifice" to one of satisfaction.

The important point to be considered is that if you move to the suburb, and are not willing to make the social adjustments necessary to make yourself and your family an integral part of the community,

then this move would not work out well for your child either. Children have need of parents who are socially well adjusted. Such parents can help their children in the development of their own friendships later on. Your husband can undoubtedly see this also.

I have always thought it would be easy for me to be altogether open with my children. I have never said "I will tell you when you are older, dear," or even evaded their questions. Yet I find myself unaccountably stumped at their questions about our financial affairs. My ten-year-old was indignant because I wouldn't tell her what I pay the maid. From time to time my seven-year-old has asked how much money his father earns and how much money we have in the bank. I became tongue-tied yet cannot justify my own reticence. Why should money be the greatest secret of them all?

Being open with children is perhaps a good general principle. But speaking realistically one of the things they will need to learn is that people—even parents—may also desire privacy in some matters. The maid's wages are her business as well as yours, and I think you may tell your children that since it is true that people so often "feel private" about their money affairs, you do not feel free to tell them the maid's affairs. If they ask you whether they may question the maid, I believe you should warn them that she would probably rather not answer.

Their inquiries about your affairs are a natural result of their own experiments with money. If they have 25 cents or five dollars to spend they give it time and thought. They naturally wonder how much their schoolmates have and how much you have. Money seems very important to children—even all powerful. Only gradually do they learn what it can and cannot buy. I suggest you tell your children that you prefer not to discuss with them at the present time what their father earns, because the figure would have no meaning unless they understand a great deal else besides. They could not judge whether this amount is much or little. Tell them that as they get older you will help them to under-

stand, and will take them more and more into your confidence as they justify it. Meanwhile give them a glimpse into some details of those aspects of your finances which they *can* comprehend. An eight- or nine-year-old, for example, might well see your weekly food bill—so much for meat, for groceries, for fresh vegetables, etc. Let him add the daily items and witness the transaction of paying the bill. Or if you shop on a cash basis you may help him reckon about what food for the family costs in a week. This will have much more practical value for him than the abstract figure of his father's salary or of your bank balance or the amount of your investments.

No doubt parents quite naturally dread their children's talking indiscreetly to outsiders about family finances. In our society there are many practical reasons as well as an unreasoning tradition in favor of privacy in this matter. The origins for this tradition are manifold, psychologically complex, and only partially understood. We may or may not feel that this tradition is a useful one; we may or may not choose to depart from it as individuals. But whatever our choice, it is surely the part of wisdom to acquaint children with the fact that, in the world as it is, personal money affairs are among those matters on which most people will wish to maintain reticence.

Lately my ten-year-old is spending all her allowance—and any other money she can get—on those awful Big Little Books at the five and ten. I want her to feel that the money is her own to spend, yet I hate to see her wasting it, and her time, too, on this trash. She is well supplied with good books. Would it be better to cut down her allowance or to try to prevent her spending unwisely?

You seem to be confusing two issues: the question whether the Big Little Books are desirable literary fare has nothing to do with the amount and quality of the child's spending. Certainly these books represent some value to her—something she wants more than other things she might buy with the same money. It may comfort you to realize that this is a passion she shares with millions of children of her age! And it will pass, as other interests broaden and deepen.

Meanwhile, it might be helpful to call her attention to the many other interesting things that are purchasable within the range of her allowance. Sometimes such continuous purchasing of one type of thing arises from just not knowing what else to buy. It is possible, too, that the child is already too well

supplied with all that she needs and wants—that all of her approved wants are taken care of so that she has little incentive to use her allowance more thoughtfully. The amount of her allowance should be determined by what is included in the category of things she must buy for herself. Do her gifts to others come in this category? Does she have to supply herself with school accessories—pencils, pads, erasers, etc.? Does her allowance have to take care of occasional carfares or other matters of this sort? It would probably be wise to include these necessary expenditures in her allowance responsibilities in order to give her the experience of wise planning and more varied spending.

Is generosity always a virtue? At first I was very pleased when I realized how much of her small funds my eleven-year-old daughter spent on her friends. But I have been a bit dismayed at finding that her allowance is usually gone the day after she receives it for treats for classmates. Just recently I found she had given her new hockey stick, just bought because needed for games after school, to an older girl who admired it. I hate to stand by and see her giving away things she really needs, and that are too costly to be constantly replaced; yet if I object I seem to be disapproving of her generous impulses.

"Things are seldom what they seem," and generosity is no exception, that is, excessive generosity. The behavior you describe sounds suspiciously like buying favor with other children. This is a common way for children who are unsure of themselves to try and get themselves accepted, but it needs to be understood for what it really is. Just putting a stop to her giving is not enough. You will need to do all in your power to help her to a sounder footing with her class-mates and to build in herself the qualities which will make her socially acceptable.

Perhaps beneath the problem of her difficulty with other children lie difficulties within the family group. It is important that her relationship to you and to her father should be satisfying and affectionate and that she should feel genuinely loved and accepted for what she is. Children who are insecure in their relationship to their parents cannot build sound relationships with others outside their homes.

While you are considering these fundamental matters it is possible that at the same time some supervision by you of her contacts with other children might be of help. When they come to your home

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Readers' Slants

Each month we present some contributions of our readers who have been thinking about child training and learning through both study and experience. We, the editors, may disagree with what is said as frequently as we approve it. But in either case, we feel that the writers have a point of view which may prove stimulating to our readers. Anyone with something to say which may interest parents or teachers is cordially invited to send a contribution. In addition, we would welcome your comments on whatever appears in this column.

Atlas of the Modern World By ALBERTA ARMER

I'M NOT talking about a book full of colored maps. I'm talking about the gentleman who held the world on his shoulders and didn't dare shift it to anyone else's. That was a terrible responsibility. But then one day Hercules came along on his way to the garden of the Hesperides, and Atlas had him hold the world a few minutes while he went off to get the golden apples.

He didn't have to pay Hercules anything. But when we get a young girl or boy in the neighborhood to stay with the children while we go to a movie we have to pay fifty or seventy-five cents, and if we stay after midnight we pay a dollar. And even then the burden isn't wholly shifted because at a movie or at a party we're still responsible if the children should get ill, and we can't for a minute escape the burden of their future.

Formerly it was just their economic future we were accountable for, but now it's their emotional future as well. I say the time has come for mothers to go on strike and to say, "We're doing too much. Our pay isn't good enough and occupational hazards are too great and hours are very much too long. Let's talk it over with the public and demand, not more help but an easing of the sense of responsibility. The state has taken over most of the formal education of our children, can't it give us parents some formal education, too? Now we struggle blindly with emotional forces in our children and ourselves, with just a glimmer of light reaching us from occasional books and magazines. And when will the state guarantee that our children's deeper, more personal needs will be understood and cared for if something happens to us?"

Compare the lot of the mother of today with that of her immediate ancestors. Maybe it wasn't fun having Aunt Emma or Gran'ma around all the time, but they could take turns sitting up through the whooping cough and they would always stay with the baby while the parents went out to make calls. The personal responsibility was cut in two in this way. There was another adult to talk to, another adult to look at the fire occasionally, and even if she wasn't much help at least she knew how to use a dish towel. And some of her home made recipes for attention to an ailing child tided over that anxious period before the doctor arrived, and helped a mother maintain her sanity. There was also God to appeal to, a personal man-god who took an interest in bringing little Sue's fever down. And while there are many modern mothers who have a religious faith, it is sadly tempered with a knowledge that no miracle will save little Sue if her resistance hasn't been built up day by day with cod liver oil and milk and fruit.

In addition to a dependent female relative or two in the house our mothers usually knew all their neighbors and the whole town took an interest in the child's physical and spiritual development. Maybe too great an interest, but that's better from the mother's point of view than not enough. The modern mother too often finds herself moved by her husband's business from one city to another and in each new place she becomes responsible for her child's reaction to his new physical environment, his new neighborhood, his new school.

If we go back further than our mothers we see that the problem of parents was even more simple. Once, worn out with having moved to a new place and weary of hearing my tiny boy, who was reacting naturally to a change he didn't understand, crying nervously over every trifle, I said impatiently, "You must not cry. Be a little Indian. Little Indians never cry." I don't know whether that's true or not. But it suddenly struck me that little Indians didn't have my boy's kind of mother either. Those Indian women knew exactly what tribal rules were, followed them simply, never questioned their people's philosophy or religion or economic structure, each was an integral part of a recognized social group, each had her duties quite clearly in mind and none was left alone in a house to feel the sole responsibility of her child. My son was a crying child because his

mother was bitterly lonely, homesick, and therefore suddenly impatient; because she had never been brought up to be an integral part of any social group, did not play bridge, was soured against the Church because her father was a minister, and she had watched the play from behind the wings instead of from out in front.

Well, it is bad enough to realize that if you don't yourself watch your child through the winter months—put him to bed with even a slight cold to keep it from being a worse one, and supervise his diet daily for sufficient amounts of minerals, vitamins, liquid, roughage, energy-producers—you're at fault if he gets sick. But you mustn't show your anxiety for fear the child will become a hypochondriac.

It is bad enough to feel that the public schools are still far behind some of the experimental and progressive smaller schools in their methods, courses, and ideas. But you mustn't let the child hear you criticize the school for fear he will react poorly to his own teacher and classmates.

The same is true of society and of the Church. You dare not think too far ahead nor analyze too clearly for fear your child will absorb your attitudes (as what child does not) and become unpopular. No matter how highly you are keyed for action and intense social experiences you must learn to seem relaxed (even in the face of international wars) in order to build stable and courageous children. You must accept all the condescending and inadequate ideas of "giving to the poor and underprivileged!" at holidays because your child should not bear the burden of being different. You tell your children the simple truth to their every question, and yet if they accept with healthy candor your information on sex and pass it around the neighborhood, they are soon made unhappy by the disapproval of their companions (which reflects parental disapproval).

Food salesmen capitalize on parental responsibility. Soap and toilet paper and medicine salesmen capitalize on it. Life insurance salesmen capitalize on it. Book salesmen capitalize on it; the mother who prefers to let her children pick out their own books at a public library instead of giving them predigested "sets" is little short of criminal.

But the last straw has been added by the psychologists themselves—the straw that is likely to break the back of Atlas. Now all our children's bad behavior is our fault. Gone is the haystack of heredity behind which we used to hide, peering fearfully at son's temper tantrums, daughter's fault-finding. No longer do we dare even whisper, "His father had

a temper, too. I used to find fault with my older brother just the way Anne does."

A friend of mine who was taking a course in child psychology under a University Extension Division said, "It's good, but they make out now that everything's your fault." Another friend writes that she deliberately reads almost no psychology because she feels a lot of it is still based on opinion and she thinks her own strong maternal instinct a safer guide than someone else's printed word. Besides, she finds the articles too upsetting. If she has taken Watson seriously she later learns that she deprived her son of love at the most necessary period. She feels that one psychologist sees a new angle of attack and all the psychologists rush off to pull and peck at it like chickens in a barnyard.

Of course I believe you are right in blaming us for our children's misbehavior. I can explain the major faults of mine quite simply. They create a bad impression in company because they feel socially insecure and compensate by giggling and overacting. It's my fault because I feel socially insecure and when we have company they react to my tension, my desire to have them unusually good, by being unusually bad. My oldest child persisted for several years in dawdling and daydreaming and demanding extra attention because when he was a baby I was trying to write a novel and frequently "rejected" him. Yet I loved him so utterly that when I was told the cause of his difficulty I could not bear the Messiah at Christmas because of the recitative, "He was rejected and despised." Yes, because I subconsciously wished him out of the way, I spent unusually much time trying to make him perfect, trying to make him a substitute for the Great American Novel I felt I had in me, and being over-critical when I failed.

Well, most first-children bear the brunt of their parents' mistaken attitudes and notions. And most of them turn out to have, I have observed, more social conscience than the later children. More of them I am sure become psychologists in later years!

My appeal to all psychologists is, try to see the child not only in relation to the parents but to the whole of the society from which he comes. My child bears the brunt of my faults, but I bear the brunt of my mother's faults, and so on. Just as his faults are not "his fault," so my faults are not my fault either, and my mother's faults weren't hers. In explaining scientifically the things we mothers are eager to know, remember to "deal objectively"

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Science Contributors

CHILDREN WHO CANNOT READ

By SALLY B. CHILDS

A LARGE number of persons never learn to read well enough so that they can be successful in their school work or enjoy books, and this failure to master one of the major tools of communication is often a serious handicap. There is evidence to show that this problem is on the increase and research workers in the fields of neurology, psychology, and education are now trying to find out the causes of the difficulty and the measures best adapted to cope with it.

Maturity of three kinds—physical, intellectual, and social—is recognized by most authorities as necessary for success in learning to read. Physical maturity involves adequate development of the organs of speech, hearing, and sight, which is not usually attained until the child is more than six years old. For intellectual maturity a mental age of six and a half is considered necessary, as well as training and experience in certain specific abilities required for reading. Social maturity demands adequate emotional development of the child and is reflected in the sort of adjustment he makes to home and school. Retardation in any one of these fields may produce handicaps in reading. But, in addition, there seems to be a special group of children whose lack of success cannot be explained on any of these scores. A child may be mature enough on the three scales, and often of more than average intelligence, yet he fails to learn to read even after prolonged exposure to the usual methods of instruction. Why? Dr. Samuel T. Orton, former Professor of Neurology and Neuropathology at the College of Physicians and Surgeons, Columbia University, has developed a theory which apparently explains what happens in these cases, and indicates the outlines of preventive and corrective methods. His theory is generally accepted by neurologists, but educators are not completely convinced. One might say that certain scholars, being unable as yet to prove or disprove his theory, are not inclined to give it great weight. On the other hand, Dr. Orton's contribution is accepted by many teachers who have become convinced of the effectiveness of methods based upon it after lengthy use and the achievement of excellent results. A brief and non-technical outline of this theory follows with some of its implications for teachers and parents.

When the child learns to speak or read or write he is translating stimuli received through his eyes or ears into some sort of muscular response. A group of nerves in the brain receives the messages from the senses; another group controls the muscles through which they are expressed. A connection is somehow established between them. When the same response follows the same stimulus over and over again a sort of pathway or *nerve pattern* is formed so that the *correct response* becomes automatic.

The brain is made up of two similar but reversed halves just as the rest of the body is. These halves are similar in structure and complexity. Dr. Orton suggests that both sides of the brain receive about the same amount of stimulation, but that the nerve patterns established on one side become the controlling set through constant use, and that those on the other side become dormant through lack of use. Thus, there exist for practical purposes a dominant side of the brain and a non-dominant side, actually opposite to the dominant and non-dominant hands. The dominant hand is the preferred or most used one. Though we do not usually know it, we also have a dominant eye, the one with which we do most of our seeing. In a truly right-handed person the right eye would also be dominant and the corresponding, or left side of the brain.

This, according to Dr. Orton, is where the trouble begins for so many children who have difficulty in learning to read and write—in some cases, even in learning to speak. If people are either totally left or totally right-handed they do not have this type of language difficulty. If the controlling impulse always comes through the same side of the brain, it can be depended upon to be correct, and consequently the individual can trust his senses. But only a small percentage of the population is completely right or completely left-handed. Dominance is seldom thus clearly and early established. Most people are of "intergrade" type, that is, a mixture of right and left-handed. They vary in degree from those who are quite markedly one-handed to those who are almost ambidextrous, using both hands equally well. In these cases there is a corresponding lack of clear-cut dominance of any one side of the brain. What is the result?

If the tendency to ambidexterity is marked, then instead of the nerve patterns on one side of the brain being used continuously, both sides are used interchangeably. The images produced by the two sides are alike *except* that one is the *reverse* of the other. In learning to read or write the more markedly "intergrade" child sees and makes his letters and figures sometimes in one direction, sometimes in another. He must learn slowly and painstakingly to use the right response each time until a clear-cut habit is established. He can be helped to this end by training in the tying up of visual, auditory, muscular, and vocal processes so that the weaker reinforce the stronger until the correctly controlling nerve paths are used automatically. (That is—he is taught to look at the word, say it aloud, listen to it, and write it, so that all of his senses help each other.) He is taught also to concentrate on the use of one hand, either right or left, whichever seems to be naturally preferred so that he may become a truly right or left dominant, in habit, at least.

The difficulty may be very slight and easily overcome by a short period of intensive work; or it may be so extreme that it seriously interferes with reading, writing, or speaking. Cases of extreme difficulty fall into the following classifications: congenital word blindness or inability to recognize words at sight; special writing disability; developmental word blindness or difficulty in recognition of the spoken word; motor speech delay; "double left-handedness" or poor skill with both hands; and stuttering.

The incidence of persons having these difficulties to a greater or less degree is very little known. But it is known that much can be done for them if they are diagnosed early and put into competent hands for special help. There is evidence to show that the tendency to be an "intergrade" (*i.e.*, the more or less ambidextrous type) is inherited. There is also some evidence to show that boys have these difficulties more often than girls.

What are the implications of Dr. Orton's theory for the teacher and the parent? The teacher should inform herself as fully as possible about the work in this field. She should learn first about the general subject of reading readiness and the techniques of beginning instruction. Then she should find out more about the specific disabilities, serious and slight, and the corrective procedures for dealing with them. She may be surprised at some of the things she will learn. It is estimated that twenty-five per cent of school children are slow readers and that eighty per cent of non-readers are of normal or above normal in-

telligence. Twenty-five per cent of all school failures occur in Grade I where promotion depends on reading, and ninety-five per cent of all school failures are due to reading. When the age of admission to Grade I is higher than the usual six years the percentage of reading failure drops. It is now possible to determine accurately by tests whether children are ready to learn to read, what difficulty they are likely to have owing to imperfect dominance, and what may be done about it. It is also possible to diagnose later difficulties in school work on the basis of early failures in teaching and learning. Thus the teacher faces two challenges. In the first place she must see that every child has the best possible chance to learn to read well; and secondly, if he has missed that chance, she must appreciate the necessity of eliminating this handicap. It is surprising then that in forty per cent of teacher colleges in America there are no courses in teaching reading.

The parents' part involves much cooperation. Many people, unfortunately, seem to feel that there is a peculiar shame attached to not being able to learn to read, and parents often try to conceal or to laugh off this disability of their children. How much unhappiness they would save themselves and their children if they could only realize that there is nothing more peculiar about not being able to learn to read, for some children, than about not being able to see without glasses; that parents are in no way to blame for the child's inability to read; and that the only sensible thing to do is to recognize the facts and take effective corrective measures. They may well be on the alert for early signs, such as stuttering, lack of hand dominance, and reversals in copying letters or figures. They should, if possible, get competent advice and make certain that the child is getting the kind of instruction which is most effective in such cases. He should learn reading phonetically and slowly so that he has time to sort out the shifting images. If he is older and has made a bad start, there is still hope if a competent teacher is secured. But the older the child, the harder the task. It is sometimes necessary to begin over again almost from the start and this may involve many other complications. But it is usually worth the struggle, for the child can be helped to see that those difficult remedial measures are going to help him definitely.

There was a time when one could get through life pretty well without proficiency in reading and the allied skills. All one really needed was ability to hear and talk. Now a boy cannot even make the

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SHOP TALK

FOR many months we have been hearing of the virtues of *Klad-ezee* clothes which seem to be the last word in self-help clothing for children. (What a pity that the copyright laws give rise to such monstrosities in names. Clad-easy would be so much simpler and easier on the eyes.) These clothes, which bear the seal of approval from such organizations as *Parents' Magazine* and *Child Life*, are a boon to mothers who are tired of sewing on buttons, and to children who are tired of buttoning them, because they have a patented drop-seat feature that solves the problem.

The "Klad-ezee self-help garments" present a full line of children's clothes, featuring everything from training suits for babies of zero age (sizes 0, 1, 2, 3) to boys' and girls' ski-pants in size 22 (sizes 8, 10, 12, 14, 16, 18, 20, 22—the last size is a mystery, probably a juvenile version of the "stylish stout"). All the clothes are made with the adjustable belt fastened at the front or with lastex which eliminates buttons, and incorporating every other modern feature of self-help and comfort for the child. For example, many of the snow suits for younger children are lined throughout with rayon silk to avoid wool chafing tender skins, the drop-seat feature prevents binding in any position, ski-pants are made with double-strength lastex at the back of the high waistline to insure maximum fit and comfort, the separate washable blouses for boys have no buttons to pop out at the back because the *Klad-ezee* shorts and knickers are all fitted with lastex which holds the tail of the blouse in place; many of the wash suits fasten in front with zippers which eliminate buttons in front as well as in back.

The *Klad-ezee* catalogue of clothes is very complete, including, for example, more than twenty models of snow-suits for boys and girls of all ages, separate ski-pants, coats, jackets, boys' woolen suits, corduroy suits, shorts, riding breeches, wash suits, blouses, play suits, skirts, pajamas, bathrobes, rompers and training suits—in fact everything except girls' fancy dresses. They have also some hard-to-find small items such as adjustable helmets and soft close-fitting caps which can be shaped to the head, and extra knee-patches and seat-patches to match the suits.

Some particularly good items noted in the *Klad-ezee* collection include:

A sleeveless and collarless 24-oz. Portland all-wool

ski-suit for boys and girls which is just the right weight to wear over a sweater in spring or fall, and under a heavy jacket in cold weather. With zipper knitted anklets, in navy blue on cardinal red. (Sizes 3 to 8—\$4.50 and 9 to 12—\$5.50.)

Play suits with long legs for boys and girls, made so that they slip very easily over the regular clothing. The long-sleeved models in heavier materials such as washable suede and sanforized covert are particularly good to wear during the spring months when children need more than their wash suits and while it is not cold enough for heavy woolen garments.

A large collection of boys' buttonless wash suits with either short or long sleeves in school and dress models with *Klad-ezee* patented belt and zipper fasteners in front. (Sizes 2 to 10—from \$2.25 to \$2.50.) Summer sleeveless suits in various washable materials, worn by girls as well as boys. In colors including copen blue, navy blue, white, yellow, apple green, oxblood, and suntan. (\$1.35 to \$1.85.)

A large assortment of girls' play suits, including models which have pleated pants—for mothers who are timid about having their daughter's dress too much like boys. (Sizes 2 to 22 [sic]—\$1.50 to \$2.75.)

Klad-etts, a patented training suit for young children, with large buttons conveniently arranged in front for changing the baby. The panties are sufficiently roomy to accommodate diapers during the early training period and buttons are on detachable strips, making for easier laundering. In various styles and materials, in sizes 0, 1, 2, 3 (\$2.00 to \$3.00).

The manufacturers of *Klad-ezee* clothes pride themselves on using only the highest grade fabrics and the most careful workmanship. Every point of strain is doubly reinforced and seams which are likely to bear special strain are double stitched. All the clothes are cut full and roomy, yet designed with the aid of the special *Klad-ezee* belt to give the child a snug waist and trim appearance.

While some of the models are carried by New York stores and stores in other cities, the complete line can be viewed only in the catalogue which can be obtained by writing to the *Klad-ezee Garment Co.*, 241 First Avenue North, Minneapolis, Minnesota. The new spring catalogue is now ready. There are very explicit directions in the catalogue for measuring the size needed, and orders over five dollars are shipped C.O.D. with postage prepaid anywhere in the United States; while there is a charge of 10 cents per garment on orders less than this amount.

P. R. F.

Book Reviews

Family Finance. A Study in the Economics of Consumption. By Howard F. Bigelow. J. B. Lippincott Co. 1936. 519 pp.

It may seem self-evident that family income must buy not only goods and services but, ultimately, human satisfactions; that these will differ in kind and relative importance from family to family—even from person to person. Strangely enough, this apparently obvious truth is seldom adequately considered in practical studies of budgeting and household management. It is refreshing then to find Professor Bigelow's book stressing human values first and relegating money to its legitimate place, as a tool.

Budget making, according to his system, starts with a listing of all the needs and desires of the family and their arrangement, in order of importance, under various suitable categories. Items at the end of each category are to be eliminated only as a last resort in balancing the budget. The family is first urged to study carefully its spending under each heading to determine whether a more economical means of satisfying some of its wants can be devised, in order to free funds for meeting others. The desires and needs of each individual are to be duly considered, as well as the basic family philosophy and its long time aims, before any budget plan is finally adopted.

The book is packed with practical information designed to aid the family in making its choices and selecting the best means to its chosen ends. What savings, for example, can be made through wise purchasing, through home production, through group expenditure? What is the legitimate use of credit, what are its dangers, how can we calculate its actual cost? How can the cost of home ownership be compared with that of renting under various rural and urban conditions and what other factors are involved in this choice? What are the relative expense and efficiency of various kinds of heating, lighting, and operating equipment? How can food costs be reduced without sacrificing nutritional standards? What does an automobile offer the family, what does it cost, and how may operating expenses be controlled? These and countless other practical questions are discussed in these pages.

Professor Bigelow points out that there must be constant readjustment of the budget to meet chang-

ing family conditions. Expenditures for housing, food, clothing, education, recreation, and medical care, for example, do not follow fixed ratios, but shift with the growth of the family and its various stages of development. And provision for the future should not be overstressed at the expense of present needs, during the time when family responsibilities are heaviest. At certain income levels, Professor Bigelow suggests, it may even be good economy to invest all in the present welfare of the children—trusting to them to supply future security.

Provision for contingencies is necessary, but the form it shall take must be carefully thought out. Various individual, commercial, and social schemes for setting up reserves are analyzed. Factors to be considered in making investments are discussed and formulas are given for calculating the real rate of return. All kinds of insurance contracts are described—their usefulness for various purposes analyzed. Unfortunately, the discussion of social insurance is less penetrating than much of the other thinking on this score. Professor Bigelow justly criticizes schemes which enforce individual savings in income groups which can ill afford the lowering of present day-to-day living standards. But he gives little consideration to other social insurance proposals which would face more frankly the fact that unemployment, industrial disease, and prolonged old age dependency are largely industrial hazards—the fruits of our economic system—to be treated as industrial or social costs.

While one is sometimes tempted to disagree with Professor Bigelow's social philosophy—not only in regard to social insurance but also in his implied attitude toward the distribution of wealth and the needs of various income groups—this represents only a minor aspect of the book. For the most part it is concerned with the best use of available funds within the family, and here its advice is sound, clear, and alive to important values in family living.

HELEN G. STERNAU.

Family Behavior, A Study of Human Relations. By Bess V. Cunningham, Ph.D. W. B. Saunders Company. 1936. 470 pp.

We have books and reports of experiments conducted upon Utopian theories of "Families of the Future" which sometimes seem to indicate that the

hope of the world depends upon the annihilation of all the people now in it. "Family Behavior" seems to indicate that something can be done about improving the world right now and that the families now living have a good chance of doing it. The book is frankly addressed to "the student of college age who is interested in obtaining an improved perspective on life in a family group." The author feels that young people "on the threshold of responsible adulthood should be encouraged to review their experiences as children growing up in families and given a long-distance view of all sorts of families engaged in the many activities which are peculiar to the family group." It is the intention of the book to encourage an impersonal unbiased consideration of situations which enter into life in most family groups.

This book is valuable, not because it is the last word in its field, nor because it makes any outstanding contribution in the way of new knowledge but because it is an honest and open-minded survey of the field undertaken with a real desire to help people in studying their own lives and relationships intelligently. While addressed to students, it is valuable and usable for any person mature enough to realize his need for considering human relationships. Throughout its appeal to the reader is reasonable and considerate of his individual needs—for instance, in the chapter headed, "Why Study Family Behavior," we read: "because in studying the behavior of individual members of families toward one another . . . we may become better acquainted with ourselves as members of family groups." And again—"The average student of college age is probably less concerned about the ultimate destiny of the family in a scheme of social planning than he is with his own personal adjustments to an intimate family group." Through observation of the adjustment of many men, women, and children as they live together in families we may be able to discover certain basic human wants which seem common to all.

The arrangement of the book may seem slightly confusing, but it would be difficult to suggest a better one for the wealth of material presented or suggested. The four divisions are reasonable but do entail considerable reference back and forth for complete study. The first—"Orientation"—is definitely better suited for student perusal. That on the "Social Setting"—without sounding technically sociological, indicates a comprehensive knowledge of technical studies in that field, and an awareness on the part of the author, of the sociologist's viewpoint. The consideration of the racial elements in neighbor relation-

ships is suggestive of fruitful analysis and study for individuals whose situations involve association with various racial groups—as whose do not in present-day urban populations? Also under "Neighbors" we find discussed the newspapers, radio, motion pictures, schools, churches, and their possible influences.

The third general division, "Old Problems in New Settings"—includes "Working and Sharing Incomes" "Using Leisure," and "Adjusting to Community Life," all considered intelligently on the basis of the rapidly changing attitudes of present-day families and individuals. And the final section, The "Nurture of Personalities," covers in an interesting manner maintaining healthy minds, careers for parents, children and their parents, growing up, etc. We find here lucid statements in very simple terms which will clarify mental mechanisms for many who find books on mental hygiene somewhat obscure. The description of one who feels emotionally insecure about his adjustments to life problems, in terms of the physical insecurity of the elevator plunging downward with a jerk, may, for example, make the idea clear for many people who lack familiarity with psychiatric terms.

The final chapter—"Families of Tomorrow," has important implications for the educator, be he teacher in school or college or parent at home, or anyone anywhere who is in contact with children or young people and hopes toward a future in which all our children may thrive. This book should help its readers to think along lines where a great deal of thinking needs to be done.

MARTHA ROSS LEIGH

HER OWN THINGS

(Continued from page 173)

turned off the light, she looked at every dear object, and each one instantly struck some memory in her mind. It was only when she turned off her light that she felt the same uneasy nostalgia with which she was so familiar now creep over her once more. "Maybe there's something missing," she thought. "Something I've forgotten. Something I've left behind."

She switched on the light again, and looked slowly around to reassure herself. But everything was there. Every single thing. Yet it seemed to Mrs. Curtis that the black marble clock had never ticked so loudly on the mantelpiece at home.

Children's Books

AMERICA—NEW VIEWPOINTS

Building America: Illustrated Studies of Modern Problems. Vol. I. Published by the Society for Curriculum Study: with the assistance of the Lincoln School of Teachers' College, Columbia University, and the U. S. Works Progress Administration, New York Project Number 195-97-6045. 1935-36.

The appearance of a new form of children's reading which can compete with the rotogravure on the one hand and the almanac on the other, is news. Building America does this and more—for it sets out to relate the separate segments of our modern world to one another.

This large volume (originally published in separate pamphlets) deals with vital problems of American life: housing, food, men and machines, transportation, health, communication, power, recreation, youth facing the world. Each of these topics is presented in fine photographs; it is actually a visual narrative, connected by running comment and amplified by graphs, charts, and figures. Economics, sociology, history, art, government, and daily living are woven together into a fascinating pattern. The exposition is scholarly, authentic, and well integrated; and the beautiful photographs give it a genuine aesthetic quality. An excellent bibliography with each topic invites more extensive reading.

Although ostensibly intended for supplementary school use the subject matter and unusual treatment give the volume a far wider appeal. The parent will find here rich material for working with his children on social science subjects. And though much of the content is keyed to older children, the pictures may be enjoyed by a wide age range.

Wagons Westward. A Story of the Old Trail to Santa Fe. By Armstrong Sperry. John C. Winston Co. 276 pp. \$2.00.

HERE is a frontier story which tells of the westward movement in this country in terms of reality and not merely as a synthetic glorified adventure. The dramatic adventure of young Jonathan Starbuck—orphan, who smelled the open plains and felt the lure of new places—is hard and

bitter even though the story teller has invented adroit coincidence to make the tale end well. It is a boy's book—one for a boy who can read of massacre, scalping, and stark reality.

Young Starbuck leaves Independence, Missouri, anticipating starvation, fighting with Indians, hard riding, and an exciting life. He gets all this and more when he joins a disreputable band of men who are making their way to the Santa Fe trail with contraband arms for Mexico.

However, most men left the settled East for the West, as Mr. Sperry makes clear, not just in search of adventure but because economic pressures forced them into the wilderness. The Indians hated the whites because the white men slaughtered their buffalo and ruined their grazing grounds, and brutality was equally divided between the Indians and the whites. The author spares no gory details and exalts only a little the patriotic services of men who joined the ranks of adventurers because the steady grind of settled communities held little for them.

The feel of our country itself is brought into the story as a dramatis persona—waterless plains, cotton groves with dried up streams nearby, open prairie, cloudless skies, and the great passes in the mountain country.

This is a book about the frontier as it really was, without the window dressing and sugar coating that we have grown accustomed to in the western saga.

CLARA LAMBERT.

If our readers have a copy of the loose-leaf pamphlet entitled: "Parents' Questions—My Child Will—My Child Won't," First series (published in tan cover) we would appreciate it greatly if they would send this pamphlet to the Association. It is out of print and urgently needed for our files.

News and Notes

Childhood Education Convention

Two thousand teachers are expected to meet at San Antonio, Texas, March 30-April 3, in the forty-fourth annual convention of the Association for Childhood Education. Well-known leaders in the field of childhood education and delegates representing the twenty-three thousand members of the Association will participate in the five-day session.

"Today's Trends in Childhood Education" will be the theme of the convention. Since significant changes have been and are taking place in the administration and practice of the elementary school, it is important to analyze as clearly and as critically as possible the trends that characterize these changes. Consequently, the program is planned to develop a clearer understanding of the direction of present trends in elementary education, to give information as to how these trends are affecting educational practices at the present time, and to make some evaluation of these trends.

Speakers invited for the evening programs include John W. Studebaker, U. S. Commissioner of Education, "Trends in Cooperation Between Home, School, and Community"; Paul Hanna, Leland Stanford University and author of *Youth Serves the Community*, "The Child and the Teacher in Today's Educational Trends"; B. F. Pittenger, Dean of the School of Education, University of Texas, "Curriculum Changes in Response to the Demands of Everyday Living"; and T. V. Smith, University of Chicago, who will speak at the dinner meeting.

Change in Children's Department

The children of today seem to be better than they were in other years, said Dr. William H. Kilpatrick, professor of Philosophy of Education at Teachers College, speaking before the parents of the Fieldston Lower School of the Ethical Culture Schools. In Boston, in 1854, for example, sixty-five whippings a day were necessary in a school of 400 children. In a school of 3,000 children that Dr. Kilpatrick visited recently in Omaha, there were but three discipline problems a day. In Ceylon, within a year after an American educator had introduced some progressive education principles, the number of whippings had decreased from 100 to none. By taking child nature into

account, it does seem possible to get rid of most of the worst evils of deportment.

Remarking that old-fashioned discipline often caused a child to develop a split personality, he said: "Learning is not confined to the classroom but learning of some sort is going on all the time a child is awake and alert. Children are not only learning from books but from thinking, feeling, wishing, and doing, and that goes on all the time. The old way of life thought a child was getting ready to live after he left school. This caused the child to live outwardly so that he pleased the teacher and memorized things that had little meaning for him, and inwardly to think of the things he wanted to think about.

"If there is one thing the progressive school wishes for its pupils, it is that they work whole-heartedly at worth-while things. If we could have our children from the first secure in the sense that they have a feeling of security when things go wrong; if we could have children start off and maintain that through life, and if they could live predominantly unifying their efforts, not with a split personality but a single personality, then that child will build a unified, adjusted personality.

"That is the aim of progressive education. We do not know how to do this. We do not yet know how to run a school so that every child gets interested in this way. But the aim is there. Reading and writing and arithmetic are insignificant in comparison with the personality adjustment and good character with a wide range of interest in fine things. But if the teacher is watching, they learn these things at the same time and more readily."

Conference Home-School Problems

Specialists in the field of education, child psychology, and medicine will be speakers at a series of two discussion conferences on "The Exceptional Child at Home and at School," to be held under the auspices of the Child Research Clinic of The Woods Schools, it was announced today. The conferences are being held in Washington and New York, on Saturday, February 27, and Saturday, March 20, respectively.

Speakers at the New York conference and their topics include: Goodwin Watson, professor of education, Teachers College, Columbia University, New

York, N. Y., who will speak on "The Exceptional Child as a Neglected Resource," and Frank Astor, Ph.D., liaison officer, between the National Child Welfare Association and the Bureau of Child Guidance, Board of Education, New York, N. Y., who will speak on "Satisfying the Emotional Needs of the Exceptional Child." The Chairman will be Dr. Edward Liss, psychiatrist to Durlach School, New York, N. Y. The conference will be held at the Vanderbilt Hotel.

Junior Bird Clubs

Junior Audubon clubs, affiliated with the National Association of Audubon Societies, are spreading rapidly in the nation's schools. Last year some 155,000 children were enrolled in more than 5,500 clubs, according to the report of the parent body. Teachers were urged to make these clubs an integral part of their nature study programs, and use them to stimulate in children a genuine interest in the outdoor world and the protection and preservation of wild life.

Information on "How to Form a Junior Bird Club" will be sent on request by the Educational Department of the National Association of Audubon Societies, 1775 Broadway, New York, N. Y.

Good Books for Everyone

Educators and parents throughout the country will be interested in the work of the National Home Library Foundation, which is publishing books—both classic and modern—on a non-profit making basis, in an effort to make the best in literature and current thought widely available at the lowest possible cost. Its list, which now offers some fourteen paper-bound volumes at 15 cents each and twenty-nine cloth-bound books at 25 cents, includes a number of well known children's favorites, samplings of the world's best poetry and prose, and many valuable studies in the field of education and social science, among them: *Other People's Money*, by Louis D. Brandeis; *Money and Its Power*, by Winslow and Brougham; *Plain Talk*, by John W. Studebaker; *Income and Economic Progress*, by Harold G. Moulton; *Jefferson, Corporations and the Constitution*, by Charles A. Beard; *Democracy in Denmark*, by Goldmark and Brandeis; and *Horace Mann—His Ideas and Ideals*, by Joy E. Morgan.

The full list of titles and prices may be obtained from the National Home Library Foundation, DuPont Circle Building, Washington, D. C.

Women's Art Exposition The Sixteenth Annual Women's National Exposition of Arts and Industries will be held at the Grand Central Palace the week of March 29th-April 3d, 1937. It promises to be the largest consumer convention and educational exposition ever held for American women. Every phase of women's interests and activities will be presented in dramatic fashion. Among other attractions there will be the finals of the Second Annual National Championship Cookery Contest—the Year's Most Extensive Fur Show—the 1937 Parade of Fashions—a collection of rare antiques and art works—display of modern home interiors, and entertaining of prominent American women of achievement.

Touring New York Parents and educators visiting New York and interested in the promotion of racial and national tolerance—of appreciation and understanding of the customs and ideas of many different groups, will be interested in the work of an organization which arranges "Reconciliation Trips" to foreign centers in the city. Capitalizing the metropolitan character of New York, which harbors peoples of many different races and religions, this group organizes a series of trips within the city for students and others who may be interested in the life of our foreign cultures. For further information apply to Reconciliation Trips, Inc., 503 West 122d Street, New York, N. Y.

School Lighting and Eyesight The years of school life are usually the period of greatest stress and danger to eyesight, according to Dr. Edward Jackson of Denver, who addressed the recent Annual Conference of the National Society for the Prevention of Blindness. Not only is greater emphasis needed on the prevention of accidents and the diseases which lead to weakened eyesight, he declares, but in addition, teachers and pupils in our schools must be instructed in the most advantageous arrangement of light, and the seriously defective lighting now tolerated in many schoolrooms must be improved.

Obtaining a college education involves a definite strain on eyesight for many students. Reporting on a study of the changes in vision which took place among 1,000 students during their four years at the University of Minnesota, Dr. Ruth E. Boynton said that about one in six of those entering college had seriously defective vision, but the percentage increased to about one in four by the time they graduated.

In the Magazines

A Decade of Thrift Weeks. Journal of Home Economics, January, 1937.

A review of thrift editorials from 1924 through 1936 throws interesting light on their changing emphasis as a reflection of current social ideas.

When Money Makes a Difference. By Elizabeth Reisner. Parents Magazine, January, 1937.

A very sound approach to a problem everyone meets sometime, no matter what his income. Excellent examples showing how parents may help their children accept economic limitations. The author discusses the problem from the point of view of the person who has less money but, by implication, there are points for those with more. An outline for study of this problem by Anna W. M. Wolf is also contained in this issue.

Why Pay the Fiddler? By Corrinne Reid Frazier. Parents' Magazine, February, 1937.

Recreation programs may seem costly, but reports throughout the country indicate that increased expenditures in this field are paying for themselves in terms of reduced juvenile delinquency.

What Does Art Mean to the Child? D. W. Winnicott. Home and School, January, 1937.

"The pleasure in creation, the physical pleasure in creating, the pleasures displaced from the more primitive channels, which are felt to be forbidden, on to acceptable forms of activity, the pleasure in texture and architecture and form, all these things are possible to the child, and can be among the most real things of life from quite a tender age. Any kind of artistic success helps the child to accept more of his fantasy as his own—creation and integration and beauty having reassured him against the hate and destruction in his unconscious fantasies; in this way his personality is enriched from within, and he sees more in the external world."

Everyman's Art—Speech. School and Home, December, 1936.

An entire issue devoted to speech development includes excellent brief articles on its various aspects:

the importance of speech in general adjustment, the neurological basis of defects, remedial methods, educational programs for normal children, the effects of theater and radio, etc. Leading authorities are represented among the authors.

What 1,000 Children Think of Their Parents. By W. Linwood Chase. Parents' Magazine, February, 1937.

The comments of these boys and girls suggest that they resent most our thoughtless invasions of their privacy and failures in that basic courtesy which many of us reserve for our relations with adults.

Sequelae of the "Red Rider." By Ellen Thomas. Progressive Education, December, 1936.

Some interesting light on the success of education by prohibition and also on the state of democracy and free speech in our nation's capitol. How an uninformed legislature aided by the Comptroller General makes communists of high school children with no aid from the teachers.

The Intelligence of the Classes. By Paul A. Witty. Progressive Education, December, 1936.

The use of intelligence tests to demonstrate class and race differences in intelligence is condemned as socially dangerous and scientifically unsound.

Watch Your Diet. By E. M. Geraghty. Hygeia, January, 1937.

A simple, clearly written discussion of food requirements—calories, vitamins, and balanced diet.

Changing Fashions in Health. By Elizabeth Cole. Parent-Teacher Magazine, December, 1936.

The use of the tuberculin test, its follow-up by x-ray when necessary, and subsequent procedure are explained by the author. One could wish that she had gone into more detail about the technical side of this preventive work. There is some material on methods of presenting the idea to high schools and communities. The author is publicity director for the National Tuberculosis Association.

Progressive Educators: "Realists" or Realists? By Elizabeth Goldsmith, Randolph S. Smith, Alice Keliher, Dorothy Sears, Anne Wright, Edith P. Hanna, Charles J. Hendley, Dr. Edward Liss, Caroline Pratt and Goodwin Watson. 69 Bank Street, November, 1936.

In the October issue of this magazine one of the contributors raised the following question: "What is progressive education doing about fascism?" In the present number this problem is attacked from many points of view. In a foreword the editors present a summary of this material and also raise further questions in the realm of realistic education and the technique by which such education is to be achieved.

Safety Education. January, 1937. Part 1.

This issue contains interesting and timely articles on safety—flying, medicine cabinets, and children's accidents. There is a section devoted to news of children's activities which makes pioneering for safety a very attractive thing. There are statistics on accidents and suggestions in the field of accident prevention.

New Approaches to the Three R's. By Carleton Washburne. Parents' Magazine, March, 1936.

The three R's are now taught by "discarding those aspects of the subject which have no real use in the average human life and, after that, in demonstrating to children by connecting them with their spontaneous interests, that these tools are worth acquiring." It is possible, by standardized tests, to discover when a child is ready for certain studies in reading or arithmetic. Children who are taught in this very way "on the whole show superior academic attainments in high school and college, as well as a higher degree of alertness and ability to concentrate."

The Nursery School as an Economic Enterprise. By George D. Stoddard. School and Society, January, 1936.

The writer answers the question, "Where does nursery education fit into the social economic picture?" And his answer is "that it fits in the way the American frontier fitted in a hundred years ago" and furthermore, that "the frontier enabled this country to grow." He takes into account the present concepts of a home, the mother at work in or out of the home, and the constructive educational influence on both the child, the home, and society.

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LIVING UP TO OUR NEIGHBORS

(Continued from page 170)

which demands upon the family income are hard to weigh. We would like to send Gordon to a progressive school—but could do so only by cutting down our standards of living—a less desirable apartment, perhaps, or a part-time maid. Betty's friends are all going to camp this summer, and she is begging to go; but if we send her it will be at the cost of our own summer vacation. Carol might go to college if the rest of the family do without many of the things they enjoy. Is college worth it? Each of these questions each of us must decide for ourselves with full consideration of all that is involved. Yet we are likely to find our deciding easier and our conclusions sounder if we can be clear and honest concerning our bases of choice.

What Everybody Is Doing

It is when we are straining to keep up appearances, when our decisions are governed by what our neighbors will think, that we are likely to sell our sense of values for a mess of porridge. Is Carol's going to college based on something more than that "all the girls in our set go to college?" Is camp desirable for Betty beyond the compulsion of what "everyone is doing?" Even the preference for a progressive school may derive more from outer conformity than from inner conviction.

We have all witnessed the making of such choices among our acquaintances and have, perhaps, wondered at the factors which went into the balance of decision, at the compromises arrived at. One mother protests that she cannot afford to send her child to camp (though she feels that the child would greatly profit by it) yet she spends easily that amount annually on fine perfumes and cosmetics. Another spends lavishly and continually in refurbishing and refurnishing her luxurious apartment—yet she finds it necessary to have her child share a room with the maid. Still another finds it possible to dress her child expensively and modishly, but impossible to give her the piano lessons she is begging for. One might go on to cite endless instances of incongruity in spending and wishing which seem incomprehensible. There may be circumstances in which pretty clothes are more important than piano lessons. There may be factors entering into these choices which do not meet the eye. But one finds it hard to believe that honest concern for the child's welfare has been one

of them. For the child's real needs must inevitably go by the boards when we make our choices with one eye on the Joneses.

The necessity for such choosing, for deciding what matters most and what can best be gone without, confronts all of us in greater or less degree. If there must be deprivations, the children can accept them if we can. They will not enjoy these deprivations—not do we—but the going without will be less difficult if the stakes are real. It is *our* sense of security, *our* courage to value what seems most valuable to us, that will make all the difference to our children. Pained they may be, but not damaged.

Certainly we cannot disregard the mores in which we live and from which we derive our social being. "What everyone is doing" is important to us as individuals and as a family. Particularly in our adolescent children the need to conform may not be ignored. Yet conforming is not synonymous with competing, and we need to know the difference.

This difference lies largely within ourselves, in the integrity of our own standards and the courage to back our own beliefs. If we believe in ourselves, and hence in our children, we will neither need nor fear the Joneses.

SCIENCE CONTRIBUTES

(Continued from page 179)

glee club or the football team, not to mention achieving more mature ambitions, without knowing how to read. At the same time that life is demanding more in this field, current educational policy is apparently reducing the chances of learning to read for some children. Because it is quicker and more efficient for the majority of children, the word recognition system of reading instruction has almost completely replaced the slower phonetic method which was universal thirty years ago. For the markedly "intergrade" child, however, a modified form of the old method is best.

Schools must learn to recognize these children and to plan for their constructive education. They are not abnormal, unintelligent, or naughty. With poor instruction in reading and writing they may be seriously handicapped in school work and in later life. They may develop behavior problems as a result of frustration and disappointment. But with adequate instruction they can learn to read, write, and spell well enough to satisfy the ordinary demands of life.

READERS' SLANTS

(Continued from page 177)

with us. We've quit spanking our children. Now you quit spanking us.

THE FARTHEST NORTH

By Karna Yngve

Events in the Big House were front-page copy to the Little Girl, but nothing created as much interest as the building of the back porch. The Little Girl's house had no porches; the one entrance led directly into the kitchen. Not even the landlord's house had a back porch.

"The Farthest North"—they were difficult words for Mother to master, but Mother never hesitated over a word; she put as much courage into her speech as she did into every phase of her life. The Little Girl repeated the words carefully, "the farthest north, the farthest north." Magical words—as if they described the Land of the Midnight Sun or the Alaska gold-fields. "Why do they call the porch that, Mother?" But Mother did not know. It was strange that people who had so many rooms needed a porch. Mother had told the Little Girl how many, but she could never remember. She had learned to count, but that any house could have so many rooms was too unbelievable. The Little Girl's house had a kitchen, a parlor, and one bedroom.

The Farthest North made material for fascinating games. She sent her imaginary dolls on numerous trips to the enchanting place. "Have you seen my scissors? I must have left them in The Farthest North."

One day Mother took her to the Big House. "Will I see The Farthest North?" Mother did not know. Mother was forty years older and couldn't remember the things that were important to little girls. Maybe the fairy godmother would know that The Farthest North was the most important thing in the world. She did know. There were several hours of suspense, then the fairy godmother took her by the hand and led her up the stairs, past the portrait of two fairy princesses, far more beautiful than anyone she had ever seen; she let her peek into all the parlors—the fairy godmother called them bedrooms, but, of course, they weren't bedrooms at all. The bedroom at home was just large enough for two beds; the dresser had to be kept in the parlor. These rooms were big enough to walk around in; there was even room for a chair. There were pictures on the walls and rugs on the floor. The Little Girl wondered how it would seem to jump out of bed without having to be careful

of splinters; how pleasant it would be in winter to feel the soft carpet! The little base burner scarcely heated the parlor. The door to the bedroom was kept tightly shut in cold weather and members of the family hurried in and out. Only the parlor had a picture: a glistening field of snow, horse and sleigh, and in the background a church. Mother had paid fifty cents for it—a tremendous price. Time and again the Little Girl asked the price so that she might hear the dramatic words "fifty cents." It was possibly the one piece of extravagance in Mother's thrifty life—Mother who was meant for laughter and bounty instead of somber meagerness.

The Little Girl did not know what she had expected to see, but certainly not a mere porch furnished with plain chairs and a reed table. There was the sign over the door, "The Farthest North," so there could be no mistake. The fairy godmother showed her the view—the tree so close that one seemed to be sitting in its branches—but that didn't help. It was one of her greatest disappointments. But there was one bright spot: she learned why it was called The Farthest North. She wondered why she had not guessed the porch faced the north and that it jutted out beyond the rest of the house.

PARENTS' QUESTIONS

(Continued from page 175)

—and you may perhaps take the initiative in getting them—set the stage for their having a happy time with perhaps some refreshments, games, or entertainment, keeping yourself in the background. A talk with her teacher might be worth while and some plans could be made which could be carried out in school, too. And while you work along these lines it may be possible to help your little girl to see her acts not as generosity but as ways of making herself accepted which are unlikely to lead to real satisfaction. You can also encourage her to stick up for herself and refuse to be imposed upon. We must realize, however, that such measures merely scratch the surface of the real problem.

I am greatly puzzled as to what attitude I can take in regard to my son's spending allowance. At the high school he attends most of the boys seem to have enough spending money to be able to take the girls "places." I think it very nat-

ural that my boy at this age should want to do the same. Yet the amount of allowance this would require seems out of all proportion to our family budget.

At various stages of the development of our children the call on the elasticity of the budget becomes a pressing one. For example, is it essential that Marie's teeth be straightened when she is twelve, and must we do it then or forever after feel that we have failed the child in promoting one of the great assets to personality—good looks? At adolescence our boy has great need to get himself across. This paramount need to prove himself equal if not superior to every other male in the class, is bound to suffer keenly if he cannot participate in the current activities or amusements of his contemporaries because of lack of funds. We may rail at keeping up with the Joneses from the vantage point of our greater maturity and security. But it is difficult for the young person, carried along by his normal impulses toward fun and excitement with his group, to differentiate between what may be merely keeping up with the Joneses and what has deeper value. Can you help him to see that in this case his need is not as crucial as Marie's? Nor is this one of those occasions where parents just *must* find the whereabouts regardless of sacrifice.

It may help to discuss with your boy some of the details of your financial problems and struggles to make ends meet. Find out what he feels is his just share of the burdens you as his parents carry. Try honestly to plan ways which will include as many as possible of the usual pleasures of the high school years without unjustly curtailing other members of the family. But if it is not possible and you come to the conclusion that certain pleasures are still too expensive, you may simply have to say no to an increase in spending money. Nor should you be afraid that he will be embittered and reproachful in the years to come. Young people can well make certain sacrifices along with their elders and in the end be the gainers for having done so. What price popularity? Too many parents are intimidated by the fear that their children will not have the proper number of dates and invitations, forgetting the deeper values to character development which come from facing life's realities. If one of these realities is the fact that his family income is smaller than that of many other young people, the sooner he learns to accept it the better. Remember, however, that you as his parents will set the pace for the spirit with which he accepts it.

Suggestions for Study: Money and the Family

TOPICAL OUTLINE

1. MONEY AS EDUCATION.

Learning the value of money through spending, saving, borrowing and earning.

The allowance—learning through mistakes.

Parental suppression—how much? Grading allowances to the child's maturity. To what extent should the money standards of the child's social group play a part in determining the amount of his allowance?

Relation of the child's allowance to the family budget.

Earning experiences for young children; for adolescents. Should home chores be done for pay?

2. MONEY AS A BIG STICK

Money as a reward for good behavior, neatness, excellence in school work, etc. Immediate effects as contrasted with far reaching effects. Withholding the allowance or other sums as a punishment for misdeeds. Consequences of monetary evaluation of behavior. Money as a symbol of power and control.

3. GOALS

Skillful management of money as a means toward satisfactions.

Realistic understanding of the place of money in life.

Things which money can and cannot buy.

"To each according to his needs"—a principle in family life.

Concern for poverty as a social disease; gradual development of social sensitiveness and social responsibility.

4. PARENTAL ATTITUDES

Money and security. Effect upon children of financial reverses and the courage with which their parents meet them.

Children from families much richer or much poorer than their neighbors—their adjustment dependent on parents' sense of values and leadership.

QUESTIONS FOR DISCUSSION

1. A boy of thirteen surprised his mother by coming home with an electric train, although she had reason to know he had not yet saved the full amount of money for its purchase, as planned. On inquiring, she learned that he had borrowed the remaining five dollars from a friend, agreeing to return the sum at the end of the school term. In consideration for the loan, he was to allow the other boy to come to his home to play with the train. What is the parents' obligation in this matter?

2. Mary, aged eight, receives ten cents every time that she helps her mother wash the dishes in the evening, and another ten cents at the end of a week in which she has kept her room neat. In addition, she gets a weekly allowance of ten cents from which

sums are occasionally deducted for misdeeds or bad school marks. Criticize this procedure, giving reasons for your position.

3. A family of small means has had to curtail their living expenses still further because of the arrival of a new baby and the expenses involved. Eight-year-old David is acutely conscious of the fact that they have all had to "pull in" because of the newcomer. He tends to be resentful and hostile. What could the parents have done to forestall these feelings?

REFERENCE READING

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IN THE MAGAZINES

(Continued from page 187)

Moral Philosophy and Mental Hygiene. By Albert K. Weinberg. *The Standard, December, 1936.*

There is at present an attempt to present mental hygiene as a formidable rival to moral philosophy. Dr. Weinberg points out that moral philosophy long ago conceived virtue as a kind of mental health and recognized that "desire is the very essence of man." According to moral philosophy, man desires not merely to gratify himself but to approve himself and frustration of the desire for self-approbation is the source of man's greatest and most common mental disharmony. Dr. Weinberg therefore feels that the psychotherapist must make his skillful technique instrumental to the wisdom of moral philosophy and take to heart Socrates' declaration that man seeks above all things virtue and that in the train of philosophy comes "health of mind."

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your child can complete a wardrobe without leaving the fourth floor. For a mother's peace of mind, *correctness* is our standard, so your child will have a pretty hard time making a style mistake. Let your boy and girl shop for themselves where you know good taste prevails. To make shopping easy for your youngster (or yourself too, we might add) there are Youth Centre Shoppers. Tell him to ask for our trained salesclerks to guide him from one department to another, and help find what he wants.

Naturally, we aren't insuring your child against mistakes. Even adults make them. But, you may relax in the assurance that in Macy's Youth Centre the risk of mistakes is reduced to the minimum.



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